


<p><u>History</u> <i>What was life like in Bradford circa 100 years ago?</i></p> <p><i>How did the industrial revolution change Bradford?</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> ● A local history study over time tracing how several aspects of national history are reflected in the locality. 	<p><u>Science</u> <i>Living things and their habitats – Why do we group animals?</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> ● Recognise that living things can be grouped in a variety of ways ● Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ● Recognise that environments can change and that this can sometimes pose dangers to living things. <p><i>Animals including Humans – You eat a meal. And then a bit later...you do a poo! What happens in between?</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> ● Describe the simple functions of the basic parts of the digestive system in humans ● Identify the different types of teeth in humans and their simple functions ● Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p><u>Geography</u> <i>How has the Mersey River changed?</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> ● Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ● Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
<p><u>Computing</u> <i>Programming- microbit get off my stuff</i></p> <ul style="list-style-type: none"> ● design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve 	<p>Greta Thunberg</p> <p>Autumn Curriculum</p> <p><i>Village Settlers</i></p>	<p><u>Religion and Worldviews</u> <i>Are all religions equal?</i> Baha’i, Sikhism, Hinduism</p>

<p>problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> ● use sequence, selection, and repetition in programs; work with variables and various forms of input and output ● use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 			
<p>PSHE <i>Living in the wider world</i></p> <ul style="list-style-type: none"> ● Value for money, Responsible spending, Keeping track of money, What is advertising? <p>Health and Wellbeing</p> <ul style="list-style-type: none"> ● Allergies, Germs and illness, Vaccinations, Medicines, Habits 		<p>P.E <i>Invasion – Netball</i></p> <ul style="list-style-type: none"> ● Special awareness, ball control, attack and defense, decision making, passing. <p>Gymnastics</p> <ul style="list-style-type: none"> ● Develop flexibility, strength, technique, control and balance ● compare their performances with previous ones and demonstrate improvement to achieve their personal best 	
<p>Art <i>Drawing Achitecture</i> Artist: LS Lowry Formal Element: Line, shape, tone, pattern, colour</p> <ul style="list-style-type: none"> ● Identify and draw the effect of light. ● Explore scale and proportion. ● Create relatively accurate drawings of whole people 	<p>Design Technology <i>Structures - Pavilions</i></p> <ul style="list-style-type: none"> ● Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ● Select from and use a wider range of tools and materials. 	<p>Music <i>Mamma Mia</i></p> <ul style="list-style-type: none"> ● Listen and appraise ● Performance <p>Ukelele</p>	<p>MFL French <i>Greetings</i> Colour, size and shape</p> <ul style="list-style-type: none"> ● Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. ● Speak in sentences, using familiar vocabulary, phrases and basic language structures.

<p>including proportion and placement.</p> <ul style="list-style-type: none">● Can use a variety of textural materials to create a mood board or boards of things which they find inspiring.● Can work independently to create a collage composition demonstrating a colour theme.	<ul style="list-style-type: none">● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work● Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		<ul style="list-style-type: none">● Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.● Present ideas and information orally to a range of audiences.● Write phrases from memory, and adapt these to create new sentences to express ideas clearly.● Use familiar vocabulary in phrases and simple writing.● Describe people, places and things and actions orally and in writing.
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